**Mini Analysis Essay**

**Unit 1- Education**

**Due: Monday, September 26th**

**Overview**:

Using *The Narrative of the Life of Frederick Douglass* as central reading, students will compare the major rhetorical devices of this core text to those used in *one* of the Unit 1 essays (by Malcolm X or Emerson). They will be required to draw from their knowledge of the key concepts learned in Unit 1:

* + rhetorical triangle
  + the five canons
  + ethos, logos, and pathos

**Topic Choices:**

1. Students will compare the two texts- the narrative and the essay of choice- and argue which text is most effective in conveying the author’s message about the hypocrisy of education as both an empowering and inhibiting institution. Throughout the response, students must focus on a minimum of two rhetorical devices that help build and support their argument.
2. Students will compare the two texts- the narrative and the essay of choice- and argue which text more effectively depicts the modern purpose of education in the United States. Throughout the response, students must focus on a minimum of two rhetorical devices that help build and support their argument.

**Expectations**:

All students are expected to:

* Use class time very wisely when writing drafts of the essay
* Write a minimum of three pages
* Write professionally (like a college student)
* Utilize their learning about the analysis essay and its characteristics when completing the assignment
* Type the final draft and attach all previous ones
* Staple the rubric to the front of the final draft
* Hand in a hard copy on the due date
* Use proper MLA format when supporting claims within the body of the essay
* Stay after school for at least one writing study session
* Be proactive and not rely on excuses

**Essay Choice (circle one): 1 2**

**Grading Rubric**

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| --- | --- | --- | --- | --- |
| **Success Points** | **4- Above Standard** | **3-Standard** | **2-Approaching Standard** | **1-Below Standard** |
| **Addressing the Prompt** | The writer impressively addresses the prompt with excellent cohesiveness. | The writer effectively and cohesively addresses the prompt. | The writer adequately addresses the prompt, but the essay is not fully developed. | The writer’s response indicates little success in addressing the prompt. The response is inadequate. |
| **Analysis and Argument** | The writer has sophisticated arguments and an intricate analysis of the elements called for in the question. | The writer thoroughly argues the elements called for in the question. | The writer’s analysis and argument shows an uneven or limited understanding of the text and/or prompt. | The arguments and analysis are ineffective. |
| **Use of Evidence** | The writer chooses evidence that demonstrates an attention to detail of the writer’s language. | The writer uses appropriate supporting evidence. | The writer uses superficial evidence from the text. | The writer fails to use proper supporting evidence from the text. |
| **Control** | The writer controls his/her language by crafting intricate sentences that incorporate important vocabulary words, and he/she demonstrates a mastery of grammar. | The writer shows an ability to write with well-controlled language that demonstrates proper use of grammar and well planned sentence structures. | The writer shows a few errors in grammar, syntax, and diction. Punctuation errors are also evident. | The writer uses immature syntax and diction. Numerous grammar and punctuation errors are evident. |
| **Style** | The writer uses a professional, publishable writing style. | The writer uses a mature style of writing. | The writer’s style is simple and lacks sophistication. | The essay is simplistic, unorganized, and elementary. |

Total Score: \_\_\_\_\_\_\_\_\_\_/ 20

Comments: